



SchoolNet conducts professional development workshops for the Anglo Platinum Community Digital Literacy Project

Background

School Net has conducted professional development workshops as part of the Anglo Platinum Community Digital Literacy Project. These workshops were conducted appropriately and effectively within clustered groups of twenty teachers from the 226 schools in targeted districts. As part of the social responsibility framework, the intention of this interactive , is to uplift and support specifically targeted communities in the North West (Bojanala District) and Limpopo (Waterberg, Greater Sekhukhune and Capricorn Districts). The selected schools are within a 50km radius of four mining operations for Anglo Platinum.

SchoolNet provided training to clusters of Maths and Science teachers from schools in the four project districts and offered SACE-accredited Intel Teach Getting started (10 points) and Intel Teach Elements (10 points) professional development courses targeting a range of digital literacy skills. This was part of an introductory and an advanced ICT integration programme.

The Intel Teach Getting Started course is an entry level course that focuses on ICT skills but also includes 21st-century teaching and learning skills and approaches, such as student-centred instruction, critical thinking, and collaboration.

The Intel Teach Elements course, Project-Based Approaches, uses specific classroom scenarios, where teachers explore characteristics and benefits of Project-Based Learning (PBL). Throughout the course, teachers consider their own teaching practice as they follow a teacher new to project-based learning who discusses strategies with a mentor teacher. They also consider the ways that technology supports project-based approaches. Planning and project design modules guide teachers through organizing the curriculum, the classroom, technology, and students for successful 21st-century projects. The assessment module demonstrates strategies for assessing students' 21st-century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises. This Anglo Community Digital Literacy Project was conducted in collaboration with the Provincial Department of Education.

Situation



Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that enhance the learning process. PBL must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

And, as an added benefit, with technology tools and a project-learning approach, teachers and students are more likely to stay engaged and on task, reducing behavioural problems in the classroom.

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. The method of implementation used by SchoolNet SA usually depends on the needs expressed by a particular project or initiative and where possible in consultation with educators and management at the institutions concerned. In the 9 areas involved (North West (Bojanala District) and Limpopo (Waterberg, Greater Sekhukhune and Capricorn Districts) the schools and management agreed on undertaking two courses: Intel Getting Started and Intel Teach Elements: Project-Based Approaches.

Benefits

Through the implementation and integration of computer technology in the classroom setting, learners are able to have new meaningful learning experiences e.g. modern day education is not only focussed on simply learning concepts or facts as they are laid out in a curriculum. Instead, it is about the process of building connections and learners gain awareness of the importance and the value of communication. Today with a single laptop, a projector and internet connection, a teacher can broadcast and begin collaboration with any other classroom in the world. Learners are becoming increasingly digitally literate. Using technology in the classroom increases flexibility and adaptability to differentiated learning. Learners learn to explore and use computer applications that are used in everyday life i.e. internet search, email, word processing, spreadsheet and multimedia and be able to communicate with family members, create CVs, presentations etc. To be able to improve the learners' skills and enhance employment opportunities.



Solution

As SchoolNet SA, we strive to monitor teachers' implementation of what they have learnt during our courses. Here are some of the responses from our teachers:

Waterberg Potgietersrus Limpopo

Mr Kekana from **Kgathi ya Mosate Secondary School** – Downloaded content for matric students and uses the projector with learners in the class. Will be using Excel for creating mark sheets and mark compilation

Mr Seloane from **Waterberg High School** – Still requires training, found training worthwhile however because skill levels were on different levels he couldn't keep up. Training was beneficial in the sense that all learnt is relevant

Mr Komolaf Gabriel from **Ebenezer High School** – Has created worksheets using excel, taught learners on designing cover pages and learner portfolios

Mr Rafapa from **Fred Ledwaba Secondary School** – Presented lessons from laptop using PowerPoint and downloaded worksheets for learners

Mr Ramaboea from **Kgathi Secondary School** – Taught grade 10,11 and 12 learners studying Business studies and Tourism how to draw graphs, pie charts and type memos. This has created a lot of excitement in the classroom

Mr Munyu from **Hebron Model** – Compiling and analysing marks in excel and creating charts in Excel. Currently don't have projector and laptop which makes it hard to involve learners directly

De Brocken Limpopo

Adu Emmanuel, Nkotwane Sec – He is now typing his question papers for the learners, also using the computer to prepare Mark Sheets.

Gause Moshe, Ngwabe Comprehensive – He is using the projector to teach accounting in grade 11 and 12 ... it has become easy to interact with learners when the lessons are displayed. No longer using Chalkboard but the smart board. He thinks it is saving time for him.

Nkadimeng Stephen, Lamdzandvo Sec – Using the internet to research, learners are offered through the projector. Learners have internet access as well.

Sebopela Alfred, Makatane Secondary - Using the White Board and USB. They now project lessons.

Mawoyo Washington, Fefogole Secondary - Small classes are preventing them from using the equipment, but they try to group learners and use the projector.

Daniel Mokobaki from **Makgwale Secondary**- After our teachers have attended Intel Getting Started training, they came back and trained the whole staff. Teachers who are using this program among others include Mr M.L Lawanda in Physical Science Grade 10 , Mr J Sarfo in Mathematics Grade 11 - 12, Physical Science Grade 11 and Mr M.J Malekane in Accounting Grade 10 -12 and in Business Studies in Grade 11-12. This program has also stimulated participation and interaction of learners



and teachers in the classroom. Teachers are also accessing learners programs like CD from learning channel to use in different classes.

Mogalakwena Polokwane

Maphutha Christina, Maleya – Schools are closed because of the Strike, Sekuruwe Area

Lesiba Letaha, Mmatedu – They are using the projector in class, type question papers ***Van Hyssteen Petros Johanness*** Is an educator from ***Hoers Kool Friekkie Meyer*** he mentions that training was really helpful and he is utilising the skills he got from the training and that in his day to day preparation for his class. He says that the duration of the training was small and that training like these needs to be conducted over a longer period of time.

Maggie Mvundlela (Sekgopetjana) Attended training Noordeland trained by Mabasha T.R. She is a beginner and feels that she still needs more training in order for her to say she can use the skills she got from training. She has not done anything different at her school ever since she was trained due to the fact that she is not yet a confident computer user. ***Mangana Johannes Mokobeng (Naletsane Combined School)*** Training was helpful and informative. He had gone back to the school and shared the skills he gained from the training with his colleagues. He mentions that he found the help guide was quite helpful and interesting to work with.



Puleng Rankweteke (M. P Mamabolo)

Tlou Mathekga

The training enabled me to optimally utilise the Microsoft excel when designing mark sheets and schedules for my classes. While on the other hand I am now able to prepare and present slides for the effective delivery of my lessons using the PowerPoint programme. I am from Jonas Mantjiu Commercial High School in the Mashashane area in Maraba Circuit.

Waterberg Potgiersrus Limpopo

Lepelle M.E .C from ***Nkakabidi High School*** the knowledge I got from that workshop, I am teaching via projector, and other teachers are using Microsoft suite to teach. We do calculations and graphs using Microsoft excel to analyses our results. We are going to issue certificates using Microsoft word. Our presentations at school are presented in Microsoft PowerPoint even though our classes are not having electricity, we are using our hall and computer lab for everything.

E-Learning is fast taking over, as some of us can use it, we are derailed by the shortage of resources in our school but we are improvising even though is not enough to produce maximum results.

Conclusion and way forward

- **Anglo Platinum** helped the schools to achieve their goals by providing each school with ICT equipment comprising: 2 Laptops, 1 projector, 1 screen and 1 printer and Wi-Fi routers> In turn the project aimed to improve learning and to produce quality human resource to match the trend in the economy of the country and the world at large. As an extension of this project, eight more schools in different areas were selected to receive laptop trolleys and benefit from the appropriate teacher professional development and some of the schools to be provided with the Laptop trolleys are
- Tlhage School in Bojanala
- Thekwana Village in the Areaganeng Area, Rustenburg,
- Mahwibitswane High School in Polokwane,
- Ga Maja Village in the Mogodumo Circuit,
- Phaladingoe Technical High School in Mogalakwena,
- Mashaleng Village in the Mapela Circuit,
- Mogale wa Bagale Secondary School in River Cross,
- Burgersfort in the Bogwashe Circuit,
- Makgwale Secondary School in De Brochen in the Ngwaabe Circuit